Native North Americans: Oregon Indians

Non-Indians, especially Europeans have been fascinated with Native Americans, their cultures myths, legends, and origins for over 500 years. The various traditional systems (or patterns) of beliefs, and spirituality have been observed and analyzed explained, denounced and adopted by non-Indian scientists, scholars, religious experts, and more recently the new age “Vision-questers”.

Frequently this great fascination with American Indians has led to an over-simplification of the vast cultural diversity and historical complexity of the indigenous societies, cultures and spiritual knowledge in the “New World.”

This course introduces the concept of widely different cultural groups of Native Americans across the North American Continent. The intent is to explain the huge diversity of “American Indians”, and the historical perpetuation of that misnomer.

The course will provide an overview of European attitudes, false myths, and imaginary stories about American Indians, and how that greatly influenced the Euro-American expectations, and experiences in the settling of America, and the westward movements of the pioneers.

Finally, the primary focus will settle on the Pacific Northwest and western Oregon with a review of:

- The Oregon Trail and the lasting effects on Oregon Indians.
- Pioneer settlement of the land.
- Removal of The People to Concentrations Camps and reservations.
- Land Claims, the Dawes Act, Federal Termination, and Restoration.
- Winter-time story telling, Myths and Legends.

Several guest speakers, films, and museum/archive visits will be scheduled and announced throughout the term.
Some suggested topics to be explored in-depth include:

- A review of the Lewis and Clark Expedition “Corps of Discovery” and examine how that has influenced US/Indian policies then and now.
- Chinook Jargon the lingua franca of the Pacific Northwest.
- “Potlatch” traditions, their ancient beginnings, evolvement due to governmental pressures, and contemporary revivals.
- Native American spirituality the cultural impact of Christianity, and the development of organize American Indian religions (particularly the Indian Shaker Church).
- The pan-Indian movement, Pow-Wow, drumming and singing, competition dancing and remnants of the Wild West Shows.
- Treaties of 1855, the Rogue River Wars, removal to concentration camps/reservations, and the Cultural “Black Hole” of the Southern Oregon Coast. The “Holocaust” of N. California and S. Oregon.

Grades are based on:

- 10% - Attendance and participation in the class discussions are worth 10% of the final grade.
- 20% (10% ea.) Compose two sets of 10 questions and answers (5 multiple choice, 5 short essay answer) with citations from sources (assigned readings or lectures), to be compiled by each student. One set from weeks 1 - 4 of the term; The second set of questions and answers from weeks 5-8.
  (One set of questions can be substituted with a short (10 page) research paper, or a display project for the Anthropology department display case). to be negotiated with the Instructor.
- 40% (20% ea.) Two take home quizzes (20 questions ea.) to be researched and answers cited from required readings or lectures. No answers or citations from online research will be accepted.
- 30% - An In-Class Comprehensive Final Exam.
Course Outline

The term will be divided into three general topical sections:


Weeks 4 – 6: “Face of the Great Northwest” Complexities of cultures, social interactions of the Pacific Northwest tribes.

Weeks 7 – 9: “Endurance beyond Belief” Pan-Indianism, termination and restoration, cultural renewal.

Week 10: Review of all topics. Class presentations. Museum visit.

Week 11: Final Exam. Prearranged term papers, or projects are due.

Books: Required Reading

Thomas, David Hurst

Wasson, George B.

Whaley, Gray H.
**Additional Readings:**

Handouts will be excerpted from a variety of books and will be distrusted later. Sources will include histories, ethnographies, essays, and autobiographies. Readings, lectures and films will be followed by in-class discussions.

**Selected Reading/Research Sources**

Barnett, Homer G.


Beckham, Stephen D.


1977  *The Indians of Western Oregon: This Land Was Theirs*. Coos Bay: Arago Books.


Boag, Peter.


Buchanan, C.


Chase, A. W.

Cole, Douglas
1985  

Dodge, Orvil
1969  

Dorsey, James O.
1889  

1996  

Douthit, Nathan
1986  

Drucker, Philip
1965  
*Cultures of the North Pacific Coast,* Scranton: Chandler Publishing Co.

1943  

Eells, Myron
1893  
*Manuscript Dictionary of the Chinook Jargon.* Vol. 5 of 5 folio, University of Oregon Knight Library, Eugene.

Erlandson, Jon, Jason Younker, and George Wasson
1998  

Erlandson, Jon M., Mark A. Tveskov, Madonna L. Moss, and George B. Wasson
2000  
Gibbs, George  

Hall, Roberta L.  

Harrington, John P.  

Haskin, Leslie L.  

Heflin, Eugene  

Huford, David J.  

Huntley, Jeremiah  

Jacobs, Melville  
Jones, Suzi and Jarold Ramsey  

Judson, Katherine Berry  

Le Jeune, J. M.  
1924  *Chinook Rudiments,* Kamloops, B.C.: University of Oregon, Knight Library, Eugene.

Long, Fredrick J.  

McArthur, Lewis A.  

Miller, Jay and William R. Seaburg  

Moss, Madonna L. and George B. Wasson, Jr.  

O’Donnell, Terence  

Parfit, Michael  

Peterson, Emil R. and Alfred Powers  
1952  *A Century Of Coos and Curry.* Caldwell, ID: Caxton Printers, Ltd.
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<th>Author</th>
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1994  The Coquille Indians and the Cultural “Black Hole” of the Southern Oregon Coast. Master’s paper, Department of Anthropology, University of Oregon.


Wasson, George B. and Barre Toelken

Williams, Walter L.

Zenk, Henry B.